

## CONTINUOUS BUSINESS DEVELOPMENT PROJECT I

<b>Course code</b>	<i>MNG251</i>
<b>Compulsory in the programmes</b>	<i>Entrepreneurship and innovation</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits</b>	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i>
<b>Course coordinator (title and name)</b>	<i>Dr. Eigirdas Žemaitis, Michelle Lane Messina/IdaRose Sylvester</i>
<b>Prerequisites</b>	<i>none</i>
<b>Language of instruction</b>	<i>English</i>

### THE AIM OF THE COURSE:

The main aim of the course is to focus on building a solution to a specific issue, in the form of a product or service company concept. The course focuses on the practical application of theory, models, tools in the process of new ideas search and problem analysis. The course is based on Silicon Valley best practices and practical approaches. It provides basic understanding and skills needed for initial business start.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. The student can envision and articulate the resolution to some portion of a complex global problem that will become their business concept.	BLO1.1	Written and oral reflections & explanations	Lectures, guest speaker, videos, online information sources
CLO2. The student demonstrates their ability to present the concept orally and manage the Q&A discussion around said concept.	BLO 4.1 BLO4.2	In-class presentations, Peer voting	Lectures, guest speaker, video
CLO3. The student can assess risks associated with specific decision(s) tied to their business concept	BLO1.2	Oral presentation, Peer voting	Lectures, guest speaker, case studies
CLO4. The student demonstrations use repeatable process(es) to collect and understand market feedback and apply to decisions on their business concept	BLO1.2 BLO4.3	Writing project	Lectures, analysis

### ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee

of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

## COURSE OUTLINE

Topic	In-class hours	Readings
<i>Make it Matter I:</i> We face many big global challenges. Agriculture, Water, Food Supply Chains, Human Oppression, Refugees, Health Equity, Mis-information, Cyber Warfare	6	<b>Article:</b> UN Sustainable Development <a href="#">Goals</a> <b>TED<sup>x</sup> Talk:</b> by <a href="#">Prasoon</a> Kumar, Why the Best Minds are not Solving World's Biggest Problems <b>Guest Speaker</b> (online) <b>Lecture:</b> Make it Matter I, Michelle Lane Messina
<i>Make it Matter II:</i> Where will you begin? Choose what interests you and develop a short presentation (5 min); share why you're passionate about this specific issue of the bigger problem, supporting points. Is it a business opportunity solved through technology?	4	<b>Video:</b> Plastic <a href="#">Bricks</a> in Kenya <b>Article:</b> How to <a href="#">communicate</a> your ideas clearly <b>Guest speaker</b> (online) <b>Lecture:</b> Make it Matter II, Michelle Lane Messina
<i>Co-founders and Partners;</i> Think differently. Choose partner with same category interest if possible; assess both ideas and choose one to refine.	4	<b>Articles:</b> <ul style="list-style-type: none"> <li>The <a href="#">secret</a> to solving global issues? Fewer secrets, more collaboration</li> <li>Choosing a co-<a href="#">founder</a></li> <li><a href="#">SWOT</a> Analysis for Personal Development and A Comprehensive <a href="#">Guide</a> to Creating Your Personal SWOT Analysis</li> <li>Group <a href="#">Dynamics</a> in Startups: 7 Points Every Founder Should Know</li> </ul> <b>Guest Speaker</b> (online) <b>Lecture:</b> "Startup Suicide vs. Homicide", Michelle Lane Messina
<i>Collaborating:</i> 1+1=3 Further refine business idea using industry standard tools. Create 10-slide slide presentation and verbal script. Work together, rehearse, and have fun!	4	<b>2 Mini Case Studies:</b> Why <a href="#">Webvan</a> Failed + <a href="#">Webvan</a> Case Study <b>Tools:</b> BCM: <a href="#">Business</a> Model Canvas; 10- <a href="#">slide</a> PPT deck <b>Guest speaker</b> (online) <b>Lecture:</b> "Teamwork for the Future", Michelle Lane Messina
<i>Present:</i> Who, what, why, when, where, how much? Present your alpha version for 5 min, 5 min feedback session. Slides required. Peer voting.	2	<b>Need:</b> Polling app
<i>Refining:</i> Listen, Learn & Leverage	2	<b>Need:</b> Polling app

Present for 3 min, 5 min feedback session. Slides required. Peer voting.		
<i>Listen:</i> Market Feedback Define persona, define discussion guide, what is your structured process to reach individuals for feedback, how many, where, data collection. 1:1 team check-ins	8	<b>Articles:</b> Collecting Market <a href="#">Feedback</a> Buyer Persona <a href="#">Templates</a> Be a Good <a href="#">Mentee</a>
<i>Learn:</i> Lots of them 5 min structured oral presentation w/o slides to share learnings from market. Peer comments.	4	<b>Need:</b> Polling app <b>Video:</b> TED <sup>x</sup> by Kevin Cahill, " <a href="#">Teamwork</a> Reimagined"
<i>Leverage:</i> Incorporating the Learnings Build 30/60/90-day plan	4	<b>Lecture:</b> "Build a Solid Plan", Michelle Lane Messina <b>Tool:</b> 30/30/90-day work plan
1:1 team check-ins	4	<b>Article:</b> Be a Good <a href="#">Mentee</a>
Final Presentation: To a jury, 5 min and 3 min feedback	6	<b>Need:</b> Polling app
	<b>Total: hours</b> <b>40</b>	
CONSULTATIONS	2	
FINAL EXAM	2	

**FINAL GRADE COMPOSITION**

Type of assignment	%
<i>Group Components 60%</i>	60
1. Jointly-created 10 slide presentation, proactivity during mentor discussions, 30/60/90 day work plan, final 5 minute presentation 2. Team alignment: presentations skills, participation, engagement	
<i>Individual Components 40%</i>	40
1. <i>Make it Matter II:</i> Where will you begin? Solo 5-minute presentation 2. Class participation, feedback, & questions: About why partner chosen, working relationships, challenges experiences, presentation skills, proactivity during mentor discussions, presentation on marketing learnings (either verbal or with slides)	

<b>Total:</b>	<b>100</b>

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

**RETAKE POLICY**

Retake could be done for 60 % of all evaluation. Students will receive additional tasks from all course.

**ADDITIONAL REMARKS**

**REQUIRED READINGS**

*Decoding Silicon Valley: The Insider's Guide* [https://www.amazon.com/Decoding-Silicon-Valley-Insiders-Guide-ebook/dp/B01DN22OOQ/ref=sr\\_1\\_1?dchild=1&keywords=decoding+silicon+valley&qid=1627964896&s=digital-text&sr=1-1](https://www.amazon.com/Decoding-Silicon-Valley-Insiders-Guide-ebook/dp/B01DN22OOQ/ref=sr_1_1?dchild=1&keywords=decoding+silicon+valley&qid=1627964896&s=digital-text&sr=1-1)

**ADDITIONAL READINGS**

*Valley Speak: Deciphering the Jargon of Silicon Valley* <https://www.amazon.com/Valley-Speak-Deciphering-Jargon-Silicon-ebook/dp/B01CJF8Q54>

15 Global Challenges For the Next Decades: <https://www.bbvaopenmind.com/en/articles/15-global-challenges-for-the-next-decades/>

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*  
*International Business and Communication,*  
*Business Management and Marketing,*  
*Finance,*  
*Industrial Technology Management,*  
*Entrepreneurship and Innovation*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

**Learning objectives for the Bachelor of Social Science**

*Programmes:*  
*Economics and Data Analytics,*  
*Economics and Politics*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper